Lesson Plan Form

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| Class: Year 12 Ancient History | | Date: | Time: Start: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Finish: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Key Learning Area: Ancient History | | Lesson Topic: Introduction to Xerxes the Great | | |
| Recent Prior Experience *(specific relevant concepts, skills and values the school students have experienced prior to this lesson):*  Students would have learnt about Xerxes’ forefathers (Cyrus and Darius) and how the Persian Empire was established. Students would have learnt most of the historical context of the time. | | | | |
| Syllabus Outcome(s):  *One or two only. Please note the syllabus reference number AND write out in full.*  Option E The Near East: Xerxes – Personality Study  - **2 Background and rise to prominence**  – family background and status  – succession to kingship | Indicators of Learning for this lesson:  *Behaviours that contribute toward achievement of outcome(s). Quote syllabus numbers. Must be clear, specific, observable. Curriculum Content Strands may be used as headings.*  *By the end of this lesson, the students will:*  - Know who Xerxes is  - Know who Darius the Great is  - How Xerxes came into rule  - | | | Assessment:  *Strategies which will be used to assess learners’ attainment of learning outcomes. Should be linked to each learning indicator.*   * Student responses   - Class discussion  - Written responses  - |
| Any safety issues to be considered:  No | | Resources:  *List resources you used in preparing the lesson AND those used in the lesson implementation.*   * KWL Worksheet * Herodotus and Sources worksheet * Extension work: Dice Game * Internet access/ wikispace | | |

LESSON SEQUENCE

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| Lesson Content / Indicators of Learning (*What* is Taught):  *Note key skills, concepts and values addressed in each section. Link to your Indicators of Learning.* | Timing  *(mins)* | Teaching Strategies / Learning Experiences:  (*How* it is taught)  *Write detailed steps showing what the teacher (T) will do and what students (Ss) will do.* | Resources and Organisation: |
| INTRODUCTION | | | |
| The KWL Worksheet will allow for the teacher to get an understanding of what students know about Xerxes the Great. This is valuable information and they can plan future lessons based on their knowledge (great or not). | 5 Mins  10mins | Students will fill in KWL table. This will establish what the students already know and understand about Xerxes the Great.  Ask the student’s to share what they wrote down   * Does anyone know who Xerxes is? * How? * What he a good person or bad? * What else can you tell me about him? | KWL Table |
| DEVELOPMENT | | | |
| The focus of this lesson is learning about Xerxes’ succession, and how he came to the throne. The main way students will be learning about the event will be though source analysis. They will learn how Xerxes became king of Persia, as well as they type of person he is, and any other information that can be deduced about Xerxes and Persia through historical sources. Source analysis is a vital skill for ancient students and will be assessed during their HSC. Sources used in this lesson have been used in previous HSC exams, and thus, students will have the opportunity to become familiar with HSC texts that may come up in other assessment tasks. | 15 mins  15 mins  15-20 mins | The class will then move on to some source analysis. They will read an excerpt from Herodotus Histories that describes how Xerxes became King of Persia. As a class this sources will be analysed answering questions on the worksheet. This modelling technique will aid the lower ability students in critically thinking about sources.  Students will then move into pairs and attempt to analyse the source ‘Relief from the northern stairs’ – this is also a part of the work sheet they can access online. This will give the class the opportunity for student-centred learning, and allow the lower ability students to practice source analysis with a friend or partner.  (Teacher will walk around the classroom observing all students, and aiding those who need it)  Once students have completed this, they will move on to their final source analysis. They will be required to do the same thing as done with the previous sources; however, will not have the scaffolding questions to aid them and it is individual work – mimicking the HSC exam in order for them to practice. They will write all they can see and deduce from the source ‘Darius and Xerxes’ tombs’ and write their answer down in the space provided. This activity will aid the higher ability students with their sources analysis. | Herodotus and sources worksheet (can be accessed online) |
| CLOSURE | | | |
| This is an extra task for students who have completed their work and excel in source analysis. This is a little game created to get the students thinking about Xerxes and Persia outside the sources given in class. The questions are meant to be fun, yet indirectly thought provoking, so they can understand ancient culture further. | 5-10 mins | If students excel in their work and complete it early, they may move onto an activity called ‘The Dice Game’. They are to roll the dice, whatever number lands, is the numbered question they must answer. | Dice Game worksheet |

(add further pages as required)